

**Tenth Training Course on Methodology of
Women's Education and Development
NCERT Campus
(November 6 – December 15 , 2000)**



Report



**Department of Women's studies
National Council of Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
2000**

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Contents

I	Introduction	1-3
II.	Course Outline	6
III	List of Assignments/Presentations	19
IV	Appendix	
–	List of Participants	20-25
–	Resource Persons	26-27
–	Resource Materials Distributed	28-29
–	Overall Time Table	30

Training Course on Methodology of Women's Education and Development (November 6 – December 15 , 2000)

Introduction

The National Council of Educational Research and Training (NCERT) is an apex national institution engaged in upgrading the quality of school education in the country. It assists and advises the Ministry of Human Resource Development in the implementation of its policies and major programmes in the field of school education. The development of a correct perspective on women is essential to all national development tasks and plans. Despite policy pronouncements and expansion of educational opportunities girls and women lag behind in literacy, school enrolments, higher, professional and technical education. Promotion of girls education at the school stage being a charter of the NCERT, a major step was taken in 1979 by the Council to set up a Women's Education Unit which in pursuance of the National Policy on Education (NPE) - 1986 became a full-fledged Department of Women's Studies. Based on NPE 1986, policy researches and all activities of the Department were formulated. The research agenda has basically focussed on critical issues of policy and the findings have been fed into policy formulation. Research has centred round issues of education of the girl child from pre-school to second level education including vocational, technical and professional education. There has been a definite and positive shift in methodology of researches undertaken by the Department. It has now taken form of field-based, empirical, qualitative and participatory research.

Training

The initial effort of the Department in the area of orientation and training was focussed on awareness generation regarding the NPE 1986 on women's equality and empowerment. Orientation workshops were held for educational administrators. Gradually the orientation workshops focussed on some focal areas mentioned in the policy i.e. elimination of gender bias and sex stereotyping. Nearly twenty-four workshops were held all over the country. Further, shift occurred with emphasis on community wise orientation programme especially for girls belonging to disadvantaged groups. Around eight to nine workshops for SC and ST girls were held. The other significant orientation workshop was in the area of input into teacher education. In this connection the department conducted a school based programme on education for women's equality. It is through these orientation workshops that six week training programme on 'Methodology of Women's Education and Development' has gradually evolved and has now become an annual feature of the Department. Already nine six weeks annual training programme have been organized by the Department. Over two hundred and fifty resource persons from SCERT/Training Colleges/ DIETs/ University Departments have participated in these programmes.

The aim of the training programme is to train key personnel at State, District, Block or Village level to promote girls' education and women's empowerment at grass root level. The present training course is an attempt to provide a broad framework for training of trainers in the methodology of women's education and development.

Programme Design

Objectives

- i To prepare key personnel in the methodology of women's education and development
- ii To develop an understanding of women's issues through the perspectives of women's studies and other social sciences
- iii To help participants to understand the present context of women's education with focus on India and the Global factors
- iv To promote awareness about education and status of women in a comparative perspective
- v To help understand the psycho-sociological dimensions of the status of the Girl Child in India and to make curriculum and its transaction an instrument of gender equality
- vi To develop skills to collect, collate and analyse data and formulate research and action in this area.
- vii To understand the techniques of project formulation, monitoring and evaluation
- viii To promote awareness about the Constitutional and legal provisions and the International Covenants with focus on women and girls
- ix To prepare the participants to act as trainers

Course Content: An Overview

An introductory module on **India and the world (101)** gives an overview an overview about India's history, society, economy, cultural and contemporary development. It also gives an idea about the existing global disparities and educational development in the Third World with focus on India

The module on **Women's Education and Development in a Comparative Perspective (102)** is aimed at developing an understanding of the interrelationships between education, status of women and national development in a comparative perspective and in looking at the development of women's education in India using perspectives from women's studies and other social sciences

The module on **Gender equality through Curriculum and its transaction (103)** is aimed at sensitizing the trainees towards the crucial role of socialization and child rearing practices, as also the need to develop a positive self concept, decision making qualities and other personality dimensions in the girl child, elimination of Gender Bias and Stereotyping from the Textbooks, Curriculum and Educational Programme with the basic objective to generate awareness about the existence of gender bias, its operationalization, the necessary intervention strategies for promoting equality between sexes in the textbooks, resource material, curriculum, curriculum transaction and all educational programmes.

The module on **Quantitative and Qualitative Methods in Women's Studies (104)** has been formulated with a view to enable the participants to learn some basic techniques of planning, diagnosing, projecting and forecasting as well as the application of statistical and research methods in general and for women's education and development in particular

Gender Sensitive Project Planning and Formulation (105) is expected to familiarize the participants with the planning, formulation and implementation of projects and programmes in the area of women's education and development

Legal Literacy Workshop with Focus on Girls and Women (106) has been introduced to fill in a very strong need for creating legal awareness about the rights of girls and women as enshrined in our Constitution and the large number of social passed from time to time to ameliorate the condition of women. It is expected that the educational personnel if equipped with legal literacy can introduce necessary learning points and activities in the school curriculum and also act as leaders of change of the community

The module on **Methodology of Training (107)** has been introduced with a view to sensitising individuals to the concept of training, its methods and techniques in order that they function effectively as trainers in their own states and organizations. It is hoped that this would be an input for building and strengthening the State/District level capacities in furthering women's education and development. Provision is also made in the training programme to make it specific to the state level contexts as far as possible

Participants' Seminar during the programme will help each trainee prepare a thorough situational analysis of women's status and participation in different walks of life with a focus on education in their respective states during their own time module

Field Visits are being organised with a view to exposing the participants to the plans and programmes of different Departments, Institutions and Voluntary Organisations of a particular state/district working for women's education and development.

Methodology

The overall approach of the course is to seek a balance between theory and practice. Each training module and themes follow the logic of its content methods and appropriate tools and techniques. The method of training comprises of lectures, discussions demonstrations, individual assignments and field visits. The relevant teaching aids for by each module comprise of audio-video presentation, transparencies, charts, posters, etc

Participants

The participants were drawn from twenty states and union territories of India representing the State Departments of Education, SCERTs, SIEs, DIETs, RIEs and the Universities (list of participants appended)

Resource Persons

In addition to DWS faculty, resource persons were drawn from other departments of the NIE, the CIE-I and other sister organisations like NIEPA, JNU, IIT, Delhi, Centre for Research Policy on Science and Technology, Delhi University and others.

Venue

The programme was held in the NIE Campus, NCERT, Delhi.

Course Structure

The training programme carries credits for the course work, the field visits, participants' seminar and individual assignments respectively. The course structure and credit details are given below:

Duration of the Course . Six Weeks

Total Number of Working Days 30 Days

Approximate Number of Contact Hours 270

Total Number of Credits 12

Code Index	Titles	Hours	Course Credits
01	Registration	2	–
02	Inauguration and Valedictory	4	–
03	Induction	8	–
04	Library	30	–
05	Evaluation	2	–
101	India and the World	15	One
102	Women's Education and Development: A Comparative Perspective	30	Two
103	Gender Equality Through Curriculum and its Transaction	30	Two
104	Qualitative and Quantitative Methods in Women's Studies	30	Two
105	Gender Sensitive Project Planning	15	One
106	Legal Literacy Workshop	15	One
107	Methodology of Training	15	One
108	Participants' Seminar	30	One
109	Field Visits	20	One

Evaluation: The evaluation of the trainees and the training programme was done both by the trainees and the trainers. Each trainee was evaluated by the faculty on the overall work done. The participants in turn evaluated the course on all aspects of the training programme. This two way evaluation helps to improve future training programmes and gives the necessary feedback to the trainees and the trainers about various courses.

Inaugural and Valedictory Sessions

Inaugural Session

The programme was inaugurated by Prof M S Khaparde, Joint Director, NCERT. He told the participants that when they go back to their respective place of work they should take up an action research project on girls education and women's empowerment. He further elaborated that the DIETs were to play a key role at the grassroot level for they can take up problems and issues concerning girls education in their respective lab areas. He emphasised that all researches should have imbuilt component of quality in it. He made a reference to Sarva Shiksha Abhiyan which primarily focusses on promotion of quality education.

Prof J S Rajput, Director, NCERT interacted with the participants apprised them about the National Curriculum Framework for School Education. He stressed that this Training Course would make an unique contribution in translating the curriculum into practice. He expected the participants to act as change agents in their own ways in their respective locations.

The valedictory function was held on 15th December 2000.

II

Course Outline

The course content of the training modules and themes were selected keeping in view the feedback received from the participants and the resource persons of the last nine training programmes. The training modules and themes were prepared for a training programme of six weeks, however, the trainers can adapt this programme to suit their needs.

Induction : 03

Rationale

Research has revealed that behaviours which are referred to as masculine or feminine are not natural expressions of biology, but are actively constructed and reconstructed through complex social, political, and economic practices. These are embedded in our culture through various institutions, agencies and the law. There is a need to look more thoughtfully at the reasons why the patterns of disadvantage for women are so persistent. Masculinity and femininity need to be understood in relation to each other to make it possible to work towards positive gender relations and positive gender education programmes.

Purpose

The purpose of inducting gender to participants is to

- Give a broad perspective of the development process involved in the social construction of gender
- Analyse gender attitudes to self and the society at large
- Trace the roots of development processes of gender construction
- Understand the implications of existing gender inequalities and unequal gender relations

Themes

03.1	Self Analysis Exercises	Professor Usha Nayar
03.2	Sharing Experiences on Gender Inequalities and Gender Relations Framework and Analysis of Institutions	Dr. Sushma Jaireth Dr. Gouri Srivastava

Module 101 : India and the World

Rationale

This module on India and the World gives an overview about India's history, peopling, society, economy, cultural and contemporary development. It also gives an idea about the existing global disparities and educational development in the third world with focus on India.

Purpose

This introductory course has been included

- To give a broad based perspective to the participants about India's history, society, economy, culture and the contemporary challenges facing the nation.
- To acquaint the participants with the disparities existing across the nations of the world and
- To introduce them to the educational problems facing the Third World countries with particular reference to India.

Themes

101.1	The Land and the People	.	Professor M.H. Qureshi
101.2	India Through the Ages	:	Dr. Gouri Srivastava
101.3	Indian Society	.	Prof. Sarojini Bisaria and Dr. Gouri Srivastava
101.4	Indian Economy		Dr. G.D. Sharma
101.5	Indian Polity	:	Professor Sarla Rajput
101.6	The Global Disparities		Professor Usha Nayar
101.7	Education Development in the Third World	:	Professor Usha Nayar
101.8	Education in Pre-Independence India	:	Dr. Gouri Srivastava
101.9	Education in India since Independence	:	Professor Usha Nayar
101.10	Educational Administration in India	.	Ms. Anita Nuna

Methodology

Lecture-discussion, maps, audio-visual presentations, group exercises and written assignments.

Module 102 : Women's Education and Development : A Comparative Perspective

Rationale

The women's question has been posed differently at different points of time and space. It is inextricably linked with the dominant socio-economic and political persuasions and cultural relativism. From suffragettes and radicals, the feminists have raised issues, acted as pressure groups against unjust laws, changed the patriarchal social orders legitimized and sustained by State, sponsored social institutions like education, media, judiciary and bureaucracy on the one hand and by continued hold of rituals and customs on the other hand. The educational and development models, conceived and implemented by males, have excluded women either by conscious design or by 'benign neglect'. The 1971 Census, the Committee on the Status of Women in India Report (Towards Equality), the National Perspective Plan for Women and the UN Development Decade have focussed on the need to integrate women in the mainstream of development on grounds of equality and for a world without war. The search is for an alternate development instead of mere accumulation of material wealth. Equality is a fundamental right of every Indian regardless of caste, class, creed, sex or religion under the Constitution of India. The National Policy on Education 1986 (NPE) is perhaps the most revolutionary statement of the times and envisages the role of education as an instrument of raising the status of women in India and empowering them. The new policy makes a radical departure from the first National Educational Policy in India. It does not rest at provision of 'equal educational opportunity'. But puts the more fundamental issue of 'equality between sexes' on centre stage which was long overdue.

Purpose

The purpose of this module is

- To help participants understand the relationship between education, status of women and national development in a comparative perspective
- To understand and analyze the role and status of women in different spheres of life, and
- To look at the progress and shortfalls in women's education in India in the last fifty years.

Themes

102.1	Women's Education and Development: A Theoretical Framework	:	Professor Usha Nayar
102.2	Gender and Human Development	:	Professor Usha Nayar
102.3	Women's Education and Status: Some Case Studies of Development and Developed Countries	:	Professor Usha Nayar
102.4	Status of Women in India: Historical Overview	:	Dr. Gouri Srivastava
102.5	Women and Economy	:	Dr. G.D. Sharma

102.6	Women and Polity	.	Prof. Sushila Kaushik
102.7	Women and Environment	:	Ms. Maya Jani
102.8	Women and Health	:	Dr. Sushma Jaireth
102.9	Women and Media	:	Dr. Gouri Srivastava and Dr. Sushma Jaireth
102.10	Education of Girls and Women in India: Policy Framework	:	Professor Usha Nayar
102.11	Female Literacy and Women's Empowerment	.	Professor Usha Nayar
102.12	Early Childhood Care and Education (ECCE)	:	Dr. G.C. Upadhyay
102.13	Universalisation of Elementary Education (UEE)	:	Professor Usha Nayar
102.14	Second and Third Level General and Technical Education	:	Professor Jyotsna Mahapatra
102.15	Women's Movement in India	:	Dr. Gouri Srivastava
102.16	Preparing Women for Action	:	Dr. Promila Menon

Methodology

Lecture-discussion, maps, audio-visual presentations, group exercises and written assignments

Module 103 : Gender Equality Through Curriculum and Its Transaction

Rationale

Education plays a powerful role in perpetuating the gender bias if no planned, intervention is made to negate this and turn it into a vehicle of positive reinforcement of equality between sexes. An analysis of curriculum and educational programme shows the existence of gender bias and sex stereotyping to some extent. The present course analyses the National Curricular Framework in relation to all its elements, more particularly to the core value of equality between sexes which is a constitutional right and has received major attention in the National Policy on Education, 1986 (revised 1992). All major education commissions and committees advocate implementation of an undifferentiated curricular. Elimination of gender bias and stereotyping from the curriculum, textbooks and educational programmes is the central theme of the Department of Women's Studies (DWS), NCERT. The DWS makes a strong case for sensitization of policy makers, planners, administrators, teachers, curriculum developers, textbook writers and the larger community on the need and importance of equality between sexes. An attempt is made to propose a positive interventionist strategy in the form of eliminating sex biases and stereotypes from the textbooks. A strong school based programme for promoting equality between sexes and eliminating sex biases operating in the community at large is also discussed.

Purpose

The purpose of this module is to

- Generate awareness about how gender bias operates at different levels in the educational system including curriculum development, textbooks, curriculum transaction and educational programmes,
- Suggest strategies for removal of gender bias from curriculum, textbooks, curriculum transaction, teacher education and educational programmes, and
- Prepare the participants for awareness generation campaigns

Themes

103.1	The Girl Child in India	:	Professor Usha Nayar
103.2	Gender Role Identity and Socialisation Practices	:	Professor Usha Nayar
103.3	Curriculum and the Gender Question	:	Dr. Sushma Jaireth
103.4	Elimination of Gender Bias from Textbooks	:	Dr. Gouri Srivastava and Dr. Sushma Jaireth
103.5	Gender Equality Through Curriculum Transaction (Language, Maths, EVS)	:	Dr. Gouri Srivastava Dr. Sushma Jaireth

103.6	Inputs Into Teacher Education	:	Dr. Gouri Srivastava
103.7	Development of a Positive Self Image	:	Prof. Purnima Mathur
	(a) Leadership	:	Prof. Purnima Mathur
	(b) Decision making	:	Prof. Usha Nayar
	(c) Communication Skills	:	Prof. Purnima Mathur
103.8	Gender Sensitive Life Skills Approach to Curriculum Transaction at the School Stage	:	Professor Usha Nayar Dr. Sarla Dutt Ms. Anita Nuna Ms. Mona Yadav
103.9	Campaign Songs	:	DWS Faculty and Participants

Methodology

Lecture-discussion, audio-visual presentations, role play, games, group exercises, screening of films, written assignments, textbook analysis and workshop

Module 104 : Quantitative and Qualitative Methods in Women's Studies

Rationale

Women's Studies is a new field with a very special goal of promoting gender equality. The emergence of this discipline is a manifestation of concern toward increasing inequalities, discrimination, inhuman exploitation and marginalisation of women in all walks of life. Recent years have witnessed some marked changes in the methodology of women's studies. The thrust of these studies, have moved from descriptive macro-level studies of the micro-level in-depth action oriented research. In this context the importance of quantitative and qualitative methods in women's studies for generating necessary data and information on the gender dimensions based on scientific inquiry can hardly be over emphasized. It is well accepted that information is needed for making an assessment of the present situations, the gaps and the magnitude of the task with reference to well stated policy goals, for diagnosing the problems by undertaking benchmark surveys, for making projections and policy formulation, planning, implementation, monitoring and evaluation of specific programmes etc. The methodological thrusts in women's studies are essentially oriented towards participatory action research. The researches are focussed on generating awareness against sexist approach and behaviour of the society and for devising effective reformative actions for the betterment of women ensuring them equality and dignity in all spheres of life.

Purpose

The purpose of this module is to.

- Understand the emergence of women's studies as a discipline and delineate the role of women's studies as a possible critique and for action in promoting equality,
- Explain various research methods being used in women's studies,
- Identify and interrelate basic indicators having bearing upon women's education and development, and
- Develop skills to analyze and interpret quantitative and qualitative data

Themes

104.1	Evolution of Knowledge and the Emergence of Women's Studies	: Professor Usha Nayar
104.2	Quantitative and Qualitative Methods	: Professor Usha Nayar
104.3	Basic Indicators of Women's Education and Development: Nature and Sources of Data; tabulation, presentation and analysis of data	: Professor Usha Nayar
104.4	Participatory Research	: PRIA Faculty
104.5	Researches on Women's Education in the 19th and the 20th Century	: Professor Usha Nayar
104.6	Preparation of District Profiles	: Ms. Anita Nuna

Methodology

Lecture-discussion, audio-visual presentations, field visits, group exercises, written assignments, library and resource documents

Module 105 : Gender Sensitive Project Planning

Rationale

Due to increasing resource constraints and the need to accelerate the pace of development through the optimum utilization of all resources both human and material, it is increasingly being realized that well planned and formulated projects can be an effective means of implementing policies and plans. In the area of women's education, there could be no better tool for effective resource mobilization and its utilization than the gender sensitive educational programmes and projects.

Purpose

The participants will be able to

- Acquaint themselves with the concepts of educational programmes and how these are turned in the time bound clearly defined projects,
- Develop skills in project planning for women's education and development,
- To learn about monitoring and evaluation of educational programmes and project, and
- To give a correct gender perspective in educational project planning in their respective locations

Themes

105.1	Project Formulation and Implementation	.	Professor Usha Nayar
105.2	Project Monitoring and Evaluation	.	Professor Usha Nayar
105.3	Project Illustrations:		
	(a) DPEP Gender Studies	:	Professor Usha Nayar
	(b) UNESCO Innovative Pilot Project for Promotion of Primary Education of Girls and Disadvantaged Children in Rural Areas	:	Professor Usha Nayar
105.4	Practical Exercise	:	Planning a Training Project

Methodology

Lecture-discussion, audio-visual presentations, group exercises, library and resource documents

Module 106 : Legal Literacy Workshop

Rationale

Legal literacy workshop with focus on girls and women has been introduced to fill in a very strong need for creating legal awareness about the rights of girls and women as enshrined in our Constitution and the large number of International Conventions passed from time to time to ameliorate the conditions of women. It is expected that the educational personnel if equipped with legal literacy can introduce necessary learning points and activities in the school curriculum and also act as leaders of change of the community.

Purpose

- To promote awareness and understanding among the participant about some important provisions of our Constitution and the laws with particular reference to women and girls.
- To enable the participant to look critically as to the extent these laws and provisions have helped women in the last 50 years since the Constitution was adopted, and
- To look at the International Conventions with respect to women and the girl child which have been ratified by India

Themes

106.1	Introduction: We and the Law	:	Professor Usha Nayar
106.2	Women and the Constitution	:	Group Work by Participants
106.3	Personal Law and Women	:	Group Work by Participants
106.4	Laws on Personal Safety and Dignity of Women	:	Group Work by Participants
106.5	Labour Laws and Women	:	Group Work by Participants
106.6	International Conventions	:	Group Work by Participants

Methodology

A specially prepared resource material published by the NCERT was provided to the participants to conduct this workshop in the self learning mode. This module was transacted in the workshop mode by the participants themselves who divided themselves into five groups and worked intensively on the five main themes.

Module 107 : Methodology of Training

Rationale

Training of educational personnel is essential to promote equality between sexes and women's empowerment in consonance with our constitutional rights, NPE and POA (revised in 1992). There are wide regional and group disparities, therefore, the educators should be trained to handle local specific situations and become agents of change in the field of education of girls and women and in promoting a positive self image and self esteem in girls and creating a sense of partnership and mutual dignity among the students and teachers of both sexes.

Purpose

The purpose of this module is:

- To acquaint the participants with the concept, techniques and methods of training, and
- To enable the participants to formulate and implement gender sensitive training programmes.

Themes

107.1	Professional Preparation for Women's Education and Development: Training Needs Assessment	: Professor Usha Nayar
107.2	Training of Trainers	: Professor Usha Nayar
107.3	Training Process Strategies: Focus on Participatory Training	: Professor Usha Nayar
107.4	Evaluation of a Training Programme	: Prof. M. Mukhopadhyay
107.5	How to put a Training Programme on the Ground	: Dr. Sushma Jaireth

Methodology

Lecture-discussion, audio-visual presentations, group exercise

Module 108 : Participant's Seminar

Rationale

Participants' Seminar is seen as a valuable feedback mechanism reflecting the extent to which the trainees have been able to acquire familiarity with the basic concepts and indicators of women's education and status and apply the same to carrying out a situational analysis and preparing a status report for presentation. The module gives them the concepts the techniques and the desired self confidence when they present their report using the overhead projector, the blackboard etc

Purpose

The participants will be able to.

- Understand the need for data,
- Understand the sources of data/information,
- Develop skills to collect the data and analyze it,
- Understand the present situation of educational development in general and female education in their districts/states,
- Identify thrust areas of the girls' education and women's development for future studies

Methodology

Guidelines were prepared to develop a status paper on Education and Women's Development. The participants were asked to prepare these status papers. They also visited NIEPA library and its Documentation Centre, NCERT library and collected the detailed information as per their requirements. State wise status papers were prepared and presented in the programme. Suggestions were given and were also incorporated before the final submission.

Module 109 : Field Visits

Rationale

Field Visits are organised to leading institutions engaged in the education and development of women for enriching the training course and for exposing the participants to field situations. Also, Delhi also being a centre of culture, art and architecture, visits to places of historical and cultural interests are seen as an essential input.

Purpose

The participants will be able to

- Acquaint themselves with the roles and functions of various departments, institutions and agencies working for women's education and empowerment,
- Develop skills to observe field situations and prepare small analytical reports, and
- Appreciate our culture and heritage

Following institutions and places of educational and cultural importance were visited during the programme

- 1 Central Social Welfare Board
 Institutional Area
 Near Qutab Hotel
 New Delhi
- 2 Participatory Research in Asia (PRIA)
 42, Tughlakabad Institutional Area
 New Delhi-110 062
- 3 Crime Against Women Cell
 Nanak Pura Police Station
 Nanak Pura
 New Delhi
- 4 Places of Historical and Cultural Interest visited in Delhi

III

List of Assignments/Presentations

- 1 Self Analysis Exercises.
- 2 Sharing Experiences on Gender Discrimination at four different levels
 - Individual/Family
 - Community and Society
 - Market and Work Place
 - State and at the National Level
- 3 Socialization Practices of their State
- 4 Assignments on 101 and 102
 - Challenges Before India in the 21st Century
 - Any themes of 102 to be transacted at participants specific location
- 5 Assignments on Field Visits
 - CSWB
 - Crime Against Women Cell
 - PRIA
- 6 Assignment on Video Viewing on
 - Leela Part I & II
 - Main Bhi Padhoongi
 - Ek Yatra Aur
 - Shiksha Samartha Yojna in Panna District in M.P
 - Story of a New Beginning
- 7 Removal of Gender Bias from Textbooks Exercises and Presentations
- 8 Evaluation of Textbooks from Life Skills Point of View.
- 9 Status Papers on Girls Education and Women's Empowerment of their respective States and Districts
- 10 Group Work on Legal Literacy, Gender Bias and Life Skills

List of Participants

	(Office)	(Residence)
1	Shri Rajdev Singh Lecturer, DIET, ICCUS Jind (Haryana) Phone 01681-32845	Shri Rajdev Singh H. No 2804, Urban Estate Jind (Haryana) Phone 01681-51173
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- 17 Ms. Anita Nuna

List of Resource Materials Distributed

- 1 Tenth Training Course on Methodology of Women's Education and Development-**Information Brochure.**
- 2 Tenth Training Course on Methodology of Women's Education and Development-**Resource Manual.**
- 3 Usha Nayar and Janak Duggal, **Women's Equality and Empowerment Through Curriculum—A Handbook for Teachers at Primary Stage**, National Council of Educational Research and Training, 1996
- 4 Usha Nayar and Janak Duggal, **Women's Equality and Empowerment Through Curriculum—A Handbook for Teachers at Upper Primary Stage**, National Council of Educational Research and Training, 1996
- 5 Usha Nayar, **Balika Ka Sakaratmak Atam Bodh Vikas—Resource Material for Primary School Teachers and Head Teachers**, National Council of Educational Research and Training, 1997
- 6 _____, **Legal Literacy for Educational Personnel with Focus on Women and Girls—Resource Material**, National Council of Educational Research and Training, 1997
- 7 _____, **Shiksha Lehar, UNESCO Sponsored Innovative Pilot Project on Promotion of Primary Education Among Girls and Disadvantaged Groups in Rural Haryana (1992-98)**, National Council of Educational Research and Training, 1999
- 8 Usha Nayar and Anita Nuna, **Education of Girls in India: A Fact Sheet**, National Council of Educational Research and Training, 1996, 1999
- 9 Gouri Srivastava, **Women Who Created History—Exemplar Materials for Textbook Writers and Teachers**, National Council of Educational Research and Training, 1997
- 10 Usha Nayar, **Self Analysis: Group Exercises**
- 11 Shiksharthi Milan (Campaign Songs)
- 12 Dhamak Dham
- 13 Video Films 2
 - Woh Ladki Gori Kali (Hindi) on Schedule Caste Girls Education
 - Meena Film Shrinkhala: English/Hindi
- 14 Audio Cassette of Campaign Songs on Girls' Education
- 15 Let Us Sing Together, NCERT Publication, 2000
- 16 UNICEF, **The State of the World's Children**, 2000

_____, Duniya me bachao ki sthiti

_____, Convention on the Rights of the Child

_____, Empowered Girl—Empowered Society Universal Children's Day, 14th November 1998,
Department of Women & Child Development, MHRD, 1998

_____, The Progress 1999 of Nations

17 Central Social Welfare Board

– Social Welfare Vol 47, No 8, November, 2000.

– Central Social Welfare Board Scheme of Assistance

18 The Research Foundation for Science, Technology and Ecology-New Delhi, India

- Diverse Women for Diversity

– Navdanya Seeds of Freedom

19 PRIA

– An International Centre for Learning and Promotion of Participation and Democratic Governance

**Tenth Training Course on Methodology of Women's
Education and Development (November 6 – December 15, 2000)**

Tentative Time Schedule

Date/Day	Course No.	Course No.	Course No	Course No.
November	09.30hrs	11.30hrs	14.00hrs	15.45hrs
Monday, 6 th Nov.	01	02	03	03
Tuesday, 7 th Nov.	03	101	03	03
Wednesday, 8 th Nov.	101	101	101	108
Thursday, 9 th Nov.	101	104	104	104
Friday, 10 th Nov.	101	104	104	104
Saturday, 11 th Nov.				
Sunday, 12 th Nov.	Holiday			
Monday, 13 th Nov.	101	101	101	108
Tuesday, 14 th Nov.	102	103	103	103
Wednesday, 15 th Nov.	102	103	102	103
Thursday, 16 th Nov.	102	102	103	103
Friday, 17 th Nov.	102	102	103	103
Saturday, 18 th Nov.				
Sunday, 19 th Nov.	Holiday			
Monday, 20 th Nov.	102	102	103	103
Tuesday, 21 st Nov.	102	102	103	103
Wednesday, 22 nd Nov.				
Thursday, 23 rd Nov.	102	102	103	108
Friday, 24 th Nov.	102	103	103	105
Saturday, 25 th Nov.				
Sunday, 26 th Nov.	Holiday			
Monday, 27 th Nov.	103	104	104	05-mid course evaluation
Tuesday, 28 th Nov.	103	103	104	104
Wednesday, 29 th Nov.	102	102	102	104
Thursday, 30 th Nov.	104	105	104	104
December				
Friday, 1 st Dec.	105	105	105	108
Saturday, 2 nd Dec.				
Sunday, 3 rd Dec.	Holiday			
Monday, 4 th Dec.	106	106	105	105
Tuesday, 5 th Dec.	106	106	108	108
Wednesday, 6 th Dec.	106	106	108	108
Thursday, 7 th Dec.	107	108	109	109
Friday, 8 th Dec.	107	107	108	108
Saturday, 9 th Dec.				
Sunday, 10 th Dec.	Holiday			
Monday, 11 th Dec.	107	107	108	108
Tuesday, 12 th Dec.	109	108	108	108
Wednesday, 13 th Dec.	108	108	109	109
Thursday, 14 th Dec.	05	05	02	02
Friday, 15 th Dec.				

Note : Tea Break from 11.00-11.30hrs. and 15.30-15.45 hrs. Lunch break from 13.00-14.00hrs